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Policy Analysis of Youth Education Capacity Building

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ABSTRACT: This study's objective is to provide a situational analysis and a map of the status of strategic problems/issues pertaining to a variety of topics, such as policies to increase youth education capacity, including equalizing youth participation in urban and rural areas, increasing youth participation in education, increasing equal access for marginalized groups, and preparing an integrated information system for IPP improvement. The research methodology consists of descriptive analysis and the SAST technique. In order for Indonesia to catch up to other nations in terms of competitiveness, the results indicate that boosting the quality of youth through raising their educational ability is an absolute necessity. In order to anticipate the four policy issues, a policy plan must be implemented.

KEYWORDS: IPP, Policy, SAST, Youth Education, Marginalized Groups.

I. INTRODUCTION

Youth development as stipulated by Law No. 40 of 2009 [1] pertaining to youth describes three aspects of youth development: leadership development, entrepreneurship development, and youth pioneering development. The law defines youth as 16 to 30year-old persons who are entering a crucial time of growth and development. A demographic dividend is an economic gain resulting from a reduction in the dependence ratio due to a sustained decline in fertility. The demographic bonus will bring benefits for the Indonesian nation, thus the quality of human resources must be enhanced, particularly the youth as the nation's leadership relay successor. Therefore, kids must be more inventive, productive, and creative in order to be competitive on the regional and global stage. Young development achievements are reflected by the Youth Development Index (IPP) which measures youth capacity.

Building youth involves not just developing individual young, but also constructing an environment that provides them with a means of subsistence. Youth development must therefore be cross-sectoral, touching on education, health, welfare, employment, participation, politics, and gender equality, and must adhere to the guiding premise that youth are both the object and subject of development. In addition, because the conditions between youth or across youth groups are not uniform, it is vital to ensure that each group, including men and women, can benefit equally from youth development.

Important aspects of individual youth development include the enhancement of education, health, and the availability of safe public areas. Indicators pertaining to these components are organized into two areas for measuring IPP: education and health and welfare. According to the World Economic Forum (WEF) report titled The Global Competitiveness Index (GCI) Report 2019 [2], Indonesia is currently placed 50th in the world, five places lower than its previous ranking of 45th. This place is significantly behind countries in one region, such as Singapore, which is ranked first in the world, Malaysia, which is ranked 27th, and Thailand, which is ranked 40th. As a developing nation, Indonesia reportedly has a high rate of technological adoption (ranked 72 with a score of 55 ,4). However, the quality of access remains relatively low. In addition, according to WEF, Indonesia's innovation capacity is still low, albeit growing (ranked 74 with a score of 37.7).

According to BPS data (2019) [3], the number of young people who have never attended school continues to fluctuate, however there was a little increase in 2019. Consequently, this demonstrates that education remains a significant obstacle to enhancing the quality of human resources. Improving the quality of youth through capacity building for youth education is essential for Indonesia to catch up to other nations in terms of competitiveness. According to statistical statistics, various indices of youth education must be addressed, including:

1. The low rate of youth engagement, particularly in higher education.
2. The average length of education for adolescents remains low.
3. Access to education varies throughout regions and among the marginalized.
4. There is no consolidated database for enhancing juvenile quality as measured by the IPP..

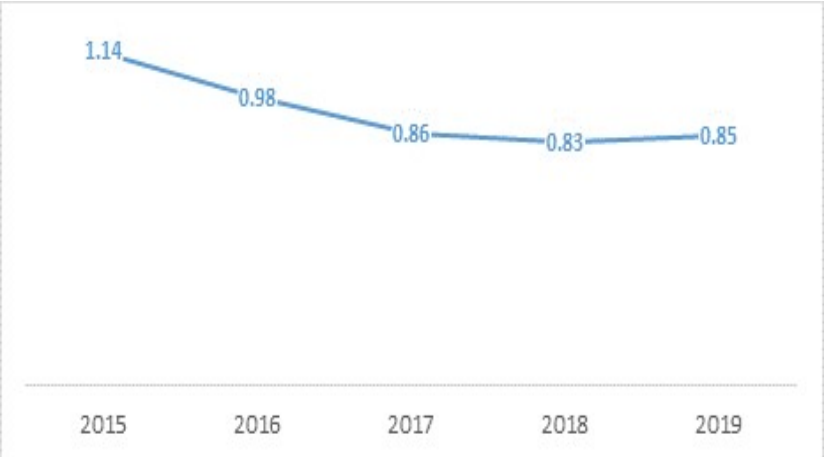

Figure 1. Percentage of Youth Who Never Schooled 2015-2019
Source: BPS, Susenas Maret (2019)

Problems with improving the capacity of youth education include the fact that young people are less able to explore their potential or create possibilities that can be reacted to in their living environment. This circumstance reduces community and government support for youth employment initiatives in diverse places [4]. In the contemporary era of technology and informational growth, ensuring a sustainable education quality is also a significant problem for educational organizations. Improving the quality of education is a must for any educational institution, which places a premium on quality.

Preparation of the IPP refers to the three levels of youth development encompassed by the IPP, namely individual development, development of livelihoods and welfare, and involvement in various sectors of life. Education, Health and Welfare, Employment and Employment Opportunities, Participation and Leadership, and Gender and Discrimination are the five IPP domains. (BPS, 2019) [3] According to the Central Statistics Agency (BPS, 2019) The average length of youth education is 10.63 years, or the equivalent of the first year of Senior High School (SMA). Youth in urban regions attend school longer on average than those in rural ones (11.26 years compared to 9.76 years). There is a substantial difference in the average length of schooling between youth without impairments and those without, which is 10.67 years compared to 6.89 years, although there is no significant difference between male and female youth. Nevertheless, when compared to the average education in ASEAN countries, Indonesia is placed eighth, but on a global scale it is ranked 139th.

As outlined in the National Medium Term Development Plan (RPJMN) 2020-2024 [6], the government has established a number of strategic issues in an effort to overcome various problems and obstacles in the development of the youth sector:

1. Developing the role of business and the community in delivering integrated youth services, including the facilitation of positive creative spaces for youth.
2. Increasing youth's active social and political participation, including through youth roles in international forums, youth exhanges, and participation in environmental conservation.
3. Prevention of risky conduct in kids, including the dangers of violence, bullying, substance misuse, alcoholism, HIV/AIDS, and sexually transmitted infections.

The Coordinating Ministry for Human Development and Culture (Kemenko PMK), which has the duties and functions of Coordination, Synchronization, and Control as well as Formulation and Implementation, is expected to oversee the implementation of policies and strategic issues in the youth sector, so that the targets/targets for the implementation of tasks and functions Coordination, Synchronization, and Control of the strategic issues of the 2020-2024 RPJM can be attained.

Based on the aforementioned education problems, sustainable quality management of education in all regions of Indonesia is required, necessitating a new education concept that can equalize education in rural and urban areas, namely the concept of independent learning in schools/campuses that is not hindered by administrative difficulties between schools. district/subdistrict/province or even an opportunity to study abroad independently.

II. THEORY AND CONCEPT

Based on the preceding context, the theories underlying this study are:

A. Theory of Youth Development Index (IPP)

The Youth Development Index can be used to measure youth development (IPP). In 2016, IPP or Youth Development Index (YDI) was administered for the first time in ASEAN nations. Moreover, Indonesia ranked 139th out of 183 nations on the 2016

Global Youth Development Index. Even Indonesia's position is behind that of Myanmar (123) and Laos (132). The Youth Development Index (IPP) serves five purposes, namely:

1. The IPP will provide a cross-regional and cross-sectoral indication of youth development's progress.
2. IPP as a guidance and incentive for particular areas or indicators requiring special attention from central and local government stakeholders, community organizations, and youth groups themselves.
3. The IPP serves as an evaluation tool that provides a set of information on youth development that can be compared across time and between areas and that demonstrates the impacts that have been mutually agreed upon by stakeholders.
4. IPP can provide research directions on numerous areas of youth living and well-being, which can be utilized as a guide for designing data-driven youth policies and programs.
5. IPP can quantify the effect of the demographic benefit on economic growth in the nation.

The substance of the 1945 Constitution is highly significant to the IPP, particularly in regards to citizens' rights, justice, and access to national resources, wealth, and assets, particularly those specified in Chapters X, XA, XIII, and XIV. Provisions in the constitution have been reflected in laws related to citizens' rights, including Law 40/2009 [7] on Youth and its derivatives, namely Perpres 66/2017 which aims to improve the effectiveness, synchronization, and harmonization of programs, activities, and studies on service delivery. Youth. All of these factors serve as a guide for selecting the IPP domain and indicators. This demonstrates that the IPP was drafted in compliance with the mandate of the Constitution of 1945 and the Law and its derivative rules, which are organized within a single regulatory framework. Overall, it is believed that the IPP indicators can provide a comprehensive picture of youth development. Individual growth, development of one's means of subsistence, and development of engagement in various facets of life can be viewed as three layers of youth development. IPP's domains for the individual development layer include 'education' and 'health and well-being. As the second domain in the livelihood development layer, IPP covers "employment and job opportunities." The IPP regards 'participation and leadership' and 'gender and discrimination' as the final two domains of participation development. [8].

B. Education regulation

The Republic of Indonesia's 1945 Constitution includes the mandate to educate the nation's population. In the context of educating the nation's life, which is governed by law, the Government is therefore obligated to develop and create a national education system that fosters greater faith and devotion to God Almighty and noble character. Box provides additional information regarding the mandate of the 1945 Constitution as an overarching education policy (UUD 45 CHAPTER XIII). As required by the Constitution, the government has drafted a regulation to serve as an overarching framework for managing the national education system; Law No. 20 of 2003 [9] contains this regulation.

Coordination among numerous education actors, including the two main ministries (MoEC and MoRA) responsible for formal and non-formal education, as well as other ministries and institutions such as the Ministry of Home Affairs (Kemendagri), Ministry of National Development Planning (BAPPENAS), Ministry of Manpower, Ministry of Villages, and the Coordinating Ministry for Human Development and Culture of the Republic of Indonesia. Previously managed by the Ministry of Education and Culture, the control of schools has been outsourced to 34 provinces and 514 districts, which oversee around 646,192 schools and other learning institutions on more than 17,000 islands in Indonesia. Approximately 42,800 schools are designated as 3T. (Leading, Outermost, Lagging).

Permendikbud No. 3 of 2020 [9] grants youth the right to study outside their study program for three semesters. This program offers numerous possibilities for students to develop their real-world understanding and skills in accordance with their hobbies and values. In addition to classrooms, libraries, and laboratories, learning can occur in villages, industries, workplaces, places of service, research facilities, and the community. Through intimate interaction between universities and the world of work, the real world, universities will be present as a spring for the progress and development of the nation, as well as directly influencing the future culture and civilization of the nation. During the epidemic, the Indonesian government would institutionalize online learning and educational television for preschool through high school [11]. The government does this to avoid disrupting the education process and to prevent the spread of Covid-19.

C. Education reformation

In an effort to improve student/youth learning outcomes in Indonesia, the Main Report on Education in Indonesia examines approaches to strengthen education reform. As promised, the education system in Indonesia can produce human capital or human capital as development capital. The objective of education reform is to safeguard and cultivate human resources by enhancing learning capacity, equity, and accountability.

To continue education reform in Indonesia and achieve greater results, education reform must advance in three areas: 1) Conduct learning evaluations. The purpose of well-designed student assessments should be to gauge the health of the education system, not to reward and punish students. The outcomes of these learning metrics should be used to identify unnoticed exceptions, as a foundation for directing support, and to assess progress. 2) Act in accordance with the evidence so that schools provide optimal

advantages for all students/youth. As educational innovation has increased over the past few decades, both the quantity and quality of evidence on how to learn have exploded. Indonesia can utilize this evidence more effectively to prioritize learning techniques and innovations. 3) enhance the cooperation of education stakeholders so that the system as a whole can support learning. If the system as a whole does not promote learning, classroom innovation will not have a significant influence. Indonesia can encourage and recruit creative educators by evaluating technical and political obstacles and organizing stakeholders.

D. Independent Campus Concept

Today's rapid advancements in science and technology have brought about rapid transformations in many facets of life. Jobs and ways of working are changing, resulting in the loss of many positions and the emergence of new ones. Economic, social, and cultural transformations also occur often. Universities must react swiftly and effectively in this era of extreme change. Transformation of learning is required to equip and train graduates of higher education to become a superior generation. A generation that is receptive and prepared to meet the difficulties of its time, without sacrificing its cultural origins. Currently, creativity and innovation are vital terms for ensuring the sustainable growth of Indonesia. University-studying youth must be equipped to become proficient, adaptable, and tenacious true learners (agile learners). The Independent Learning Policy - Independent Campus, introduced by the Minister of Education and Culture, is a framework for preparing young people to become competent academics, relevant to the demands of the times, and prepared to become leaders with a strong sense of national pride. [8].

The Independent Learning Policy - Merdeka Campus is anticipated to be the solution to autonomous and flexible learning in universities in order to foster an innovative, unrestricted, and youth-oriented learning culture. Student exchanges held on independent campuses to form some of the attitudes of youth as stipulated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020 [9], namely respecting the diversity of cultures, views, religions, and beliefs, as well as people's original opinions or findings. The Mardeka Campus student exchange program aims, among other things, to:

1. By studying across campuses (domestic and overseas), specifically by living with family at the destination university, youth will gain a deeper understanding of Bhinneka Tunggal Ika, and cross-cultural and ethnic fraternity will be strengthened.
2. Fostering interregional, interethnic, intercultural, and interreligious relations among adolescents, so enhancing the spirit of national unity and integrity.
3. Organizing the transfer of information to address educational gaps between domestic institutions and the state of domestic and international higher education.

E. Education during the pandemic Covid-19

According to Ministry of Education and Culture Circular Letter No. 4/2020 [10], learning during the epidemic would be conducted online and via educational television for students in early childhood through high school. In conjunction with good social distancing strategies for the larger community, school closures can help minimize the spread of the virus. However, the costs to student learning and the education system as a whole are anticipated to be substantial and might be felt over a number of years, depending on how the federal and local governments respond.

As schools reopen, we must evaluate student learning gaps and differentiate instruction based on their present learning level. When schools reopen, teachers will require assistance to conduct development and learning evaluations, and they will need to provide children with tailored assistance to help them catch up based on the findings of these exams. Due to financial concerns, the closure and merger of some universities may be unavoidable for universities. Nonetheless, this process can be managed to assist the enhancement of the overall quality of the higher education system and to correlate with employment prospects.

The long-term effects of this pandemic condition are a loss of learning time, an increase in dropout rates, and an increase in learning inequities, all of which may have long-term effects for human capital accumulation. Loss of study time is predicted at all levels of the education system. In the current economic slump, kindergarten and elementary school children are the least likely to learn independently, but older children (junior high school education and above) are more likely to need to support the family economy. The predicted dropout rate is highest at higher education levels, particularly college and high school (Yarrow, Masood, and Afkar 2020). This number is also predicted to be the greatest, particularly for pupils from low-income households who, prior to the epidemic, attended schools of a lesser quality than those attended by students from wealthy families. The gap in the quality of education prior to COVID-19, as measured by disability, distance, gender, and linguistic disorders, is projected to increase following COVID-19.

III. RESEARCH METHODS

This policy study effort centered on DKI Jakarta and its environs and got input/information/justification from in-depth interviews with key persons/experts from numerous provinces in Indonesia, both on Java Island and outside of Java (Sumatra, Kalimantan, Sulawesi, and Riau Islands). Strategic Assumption Surfacing and Testing was used to conduct a descriptive analysis of this policy analysis project (SAST). Situational analysis and descriptive statistical analysis were utilized to identify and map policy analysis to support capacity building for youth education. This was followed by Strategic Assumption Surfacing and Testing (SAST) analysis to map which strategic issues were included in the definitive plan and problematic plan quadrants. There are both primary and

secondary data collected. Primary data collected through interviews/discussions with resource persons/key persons and formal and non-formal education practitioners, as well as justification/summary results of various policy-related meetings organized by the Assistant Deputy for Youth Empowerment, Deputy for the Coordination of Quality Improvement for Children, Women, and Youth, Coordinating Ministry for Human Development and Culture.

IV. RESSULT AND DISCUSSION

The younger generation that will become a nation's successors will have a significant impact on its present and future development. A quality education system produces quality youth, and it is difficult to accelerate the nation's progress in the future without progress in the field of education. Education is a long-term investment that is extremely useful and of tremendous worth, particularly for young people who will determine the nation's future. The government has made numerous efforts to reform education since the beginning. The education budget allocation of 20% of the APBN has been allocated during the presidency of President SBY (2004-2014), however the problem of national education is still hampered by access to education and quality of education. Moreover, the current state of the Covid-2019 Pandemic has produced a growing number of urgent concerns that must be addressed immediately because they influence the sustainability and quality of education for young people and the welfare of teachers and professors.

The examination of the current education situation in the pandemic era necessitates new policies in the field of education so as not to restrict access and quality, such as distance learning policies as a model of distance education, which is not an educational model. The latest one Open University is a formal institution of higher education that sprang from the Open University's origins in written courses (Open University). Since 1891, the University of Wisconsin in the United States has become a pioneer in the field of remote education. Nearly half of the approximately 3,900 institutions of higher education in the United States provide some form of distance education.

Significant improvements in the quality of Indonesia's human capital are contingent upon reforming the education system, specifically by aligning and strengthening the capacity, effectiveness, independency, and accountability of teachers, principals, as well as local, regional, and national actors and institutions. Given that fifty percent of Indonesia's population is under 30 years of age, the population is extremely young. The number of kids who are currently enrolled in school is beginning to diminish, which will eventually free up the resources that were previously allocated to these young people so that the quality of future youth education can be enhanced [13].

The demographic bonus is anticipated to reach its peak between 2020 and 2030, when the proportion of the population of working age and the potential for rising output per capita will be at their highest. While a wider variety of lifelong learning opportunities could sustain this demographic advantage for a longer period of time, the opportunities presented by these bonuses quickly disappear when the "golden generation" of these youths graduate from the education system. These opportunities will be completely lost if youth are not provided with the highest quality education. However, if this opportunity is taken advantage of and a more productive workforce is developed, Indonesia will have a greater chance of reaping the anticipated benefits of Industry 4.0. The present administration intends to take steps to rectify this inadequate human capital position. At this level, the design of an alternative policy formulation to strengthen the capacity of youth education necessitates a policy analysis of the following strategic issues:

A. Equalizing Youth Participation in Urban and Rural Area

There has been a disparity in learning participation between urban and rural areas, which has been exacerbated by incompatibility between central and regional legislation and learning assistance. In order to enhance young engagement in education on a big scale, there is a lack of alignment and the system for standardized monitoring systems must be modified.

Therefore, it is necessary to establish a Policy for Equalizing Youth Participation in Urban and Rural Areas based on the premise that "Increasing the capacity of facilities and infrastructure, as well as the quality of education in rural areas, will increase the equality of youth participation in education." To boost education participation, three education domain metrics in the IPP must be met, notably:

1. Average Length of School Youth
2. Middle School Gross Enrollment Rate
3. College Participation Rate

Priority Concerns for Achieving Parity between Urban and Rural Youth Educational Participation

Using the SAST technique, expert justification is conducted for determining/ranking strategic phenomena and issues related to the formulation of policies for the inclusion of education participation between youth in urban and youth in rural areas that are included in the definite plan category/quadrant (very important, very certain) and those that enter the troubled plan category/quadrant.

In Figure 2, it is shown that in the policy of equalizing youth participation in urban and rural areas, there are seven issues, of which two are in quadrant IV, indicating that the issue of Infrastructure (Facilities and Infrastructure) (A1) and Availability of Human Resources (teachers/teaching staff) quality (A7) is categorized as a problematic plan (problematic planning region), meaning that both indicators are very important, but it is not yet possible to achieve the desired results. When the government formulates

policies on the equity of education participation, solutions are provided. Infrastructure is a crucial factor that must be considered. Since infrastructure can be considered an investment. According to Gewab et al. (2015) [14], educational institutions are among the most vital infrastructure and facilities in a plan. According to Maryaningsih et al. (2014) [15], the need to enhance the condition of hard and soft infrastructure must be pursued in consideration of geographical factors and regional requirements. In addition, infrastructure is fundamentally an effort to actualize the relationship between finance, public services, natural resource utilization, and other resources.

In addition to infrastructure (facilities and infrastructure), the lack of available human resources is regarded as a major concern, given that in the coming years a large number of senior and qualified teachers will begin their retirement, while the regeneration and preparation of new qualified substitute teachers has not been adequately planned. Indonesia's 421 schools of teacher education produce more than three times the number of potential teachers required by the public service system. The majority of these 300,000 aspiring teachers in 2017 were ineligible. This is due to the fact that nearly two-fifths of teacher education institutes are unaccredited and have not generated graduates with good quality and sufficient competence. The emphasis of the system must be shifted from a focus on number to a focus on quality of teacher graduates; alarmingly, very few prospective teachers get high PISA scores [16]. Policymakers are less convinced by this assumption due to the limited number of teachers who earn the desired quality score. Therefore, it can be stated that the investment and availability of instructors has a substantial impact on Indonesia.

The issue of education services (A2) and the assumption of educational capacity / capacity, particularly in rural areas (A3) are categorized as strategic assumptions in quadrant I, where if the assumption is in quadrant I, it means that the problem is a factor that must be considered by policymakers in making and planning a policy road map for equalizing youth participation in urban and rural areas, especially the assumption that has a value of 7.6 (very important, certainly) (A2). Education services are regarded as the most significant factor in promoting educational equity between urban and rural areas, with the aid of trained, highly competent, motivated, and dependable human resources. The importance of policymakers focusing on issues related to education services stems from the fact that service standards related to facilities that support the quality of learning are still low, with glaring deficiencies not only in the physical aspects of schools, which are the primary concern of school administrators, but also in essential aspects of the education process, such as supervision, study planning, and student assessment. When designing regulations, it is crucial to keep this in mind, because if service standards grow in both cities and rural areas, the minimal requirements for quality teaching and learning processes will be reached.

As a result of the present Covid-19 pandemic, education services are being reduced, including the disruption of the learning and teaching process. This deficit is anticipated to increase as schools gradually resume in the coming months (and may be closed again). The administration has demonstrated its adaptability by rapidly moving learning activities to educational television organizations. This was done when it became apparent that many students did not always have access to high-speed internet and that alternative distant learning methods were necessary to achieve equity [17]. In several regions, the community and local government have also supplied assistance. In certain locations, for instance, Village Halls utilize Village Funds to provide internet access and educational materials. Educational capability must be evaluated since it is essential that the Youth Education Office establish a foothold. This is due to the fact that a school's capacity is its ability to accommodate pupils, taking into account factors such as school availability, number of teachers, and number of classes [18].

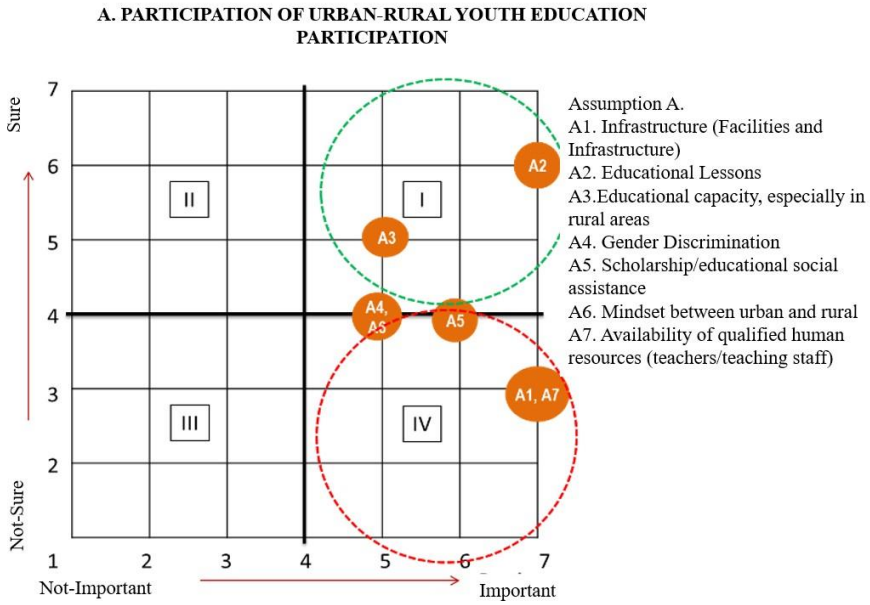

Figure 2. Ranking of strategic issues of equalizing youth participation in urban and rural areas

The ranking results show the position of the level of importance and level of confidence of each strategic assumption. Based on the results of the analysis, the following assumptions can be identified:

a. The issue with a value of 7.6 (extremely important-certainly) is the A2 variable for the Education Services strategic issue.
b. Variables A1 and A7 with strategic issues, Infrastructure (Facilities and Infrastructure) and Availability of skilled human resources (teachers/teaching staff), received a score of 7.3 (extremely important-quite uncertain).
c. The issue with a value of 6.4 (important-less certain) is the Educational Social Assistance Scholarships variable (A5).
d. The issue with a score of 5.5 (very important-very certain) is education capacity, particularly in rural areas (A3).
e. The A4 variable with the strategic assumption of gender discrimination has a value of 5.40 (very important but less certain).
f. Issues with a score of 4.4 (less crucial-less certain), include gender discrimination (A4) and mentalities between urban and rural communities (A6).

CONCLUSION

Education services, the availability of qualified and competent human resources (teachers/teachers), and infrastructure (infrastructure and facilities) and capacity/accommodation are the strategic issues that policymakers must consider in order to close the gap in education participation between urban and rural areas. Education, particularly in rural communities. Considering that the obtained scores are in the fourth and first quadrants. This indicates that these issues are crucial for policy improvement and persuasion, and that there are still shortcomings at the level of implementation, particularly related to the availability of qualified, competent, highly dedicated, and trustworthy teachers, particularly in areas where there is a shortage of ASN teachers and many are assisted by honorary teachers, and infrastructure (infrastructure, facilities, and technology), a minimum of which is s. (not necessarily the same as in big cities). Additionally, non-formal and formal youth education services must be prioritized.

B. Increasing Youth Participation in Education

The purpose of education is to cultivate the younger generation as the nation's buds, so that they can serve as replacements for a better generation. It is indisputable that every nation strives to improve youth involvement in education at the primary, secondary, and postsecondary levels, given the significance of their role and participation in fostering societal welfare.

With the demographic bonus, Indonesia has more employees than its dependents realize, and the proper policies can ensure that the nation reaps the benefits of this demographic windfall. Numerous young individuals enter the workforce with the potential to boost productivity and economic expansion as a whole. The number of young people who are currently enrolled in school is beginning to diminish, which will eventually free up resources that were previously allocated to this age group [19] and allow the quality of education for the following generation to be enhanced. The prospects given by these incentives swiftly vanished when this "golden generation" graduated from the education system; these opportunities would be completely lost if this generation was not supplied with the best quality education. Nonetheless, if this opportunity is taken advantage of and a more productive, innovative, creative, and high-quality workforce is developed, Indonesia will have a greater chance of reaping the anticipated benefits of Industry 4.0. A policy about Increasing Youth Involvement in Education (including Higher Education) was developed under the assumption that "youth participation in education is on the rise."

Determination of Youth Participation in Education's Priority Considerations

Figure 3 demonstrates that there are five strategic concerns that may be mapped for youth participation policies in education, with the assumption of B2 (very high education prices) located in quadrant I, where it is the most essential and certain condition. If the issue/assumption is located in quadrant I, it is a factor that policymakers must address when developing a road map for youth participation policies in Youth Education (including higher education). The exorbitant expense of a proper education prevents the poor from acquiring an education, hence they are compelled to forego schooling. The rising cost of education today cannot be divorced from the government's School-Based Management implementation policy (SBM). In actuality, MBS in Indonesia (limited instances) is understood as a fund-raising attempt. Therefore, the School Committee/Education Board, which is the vehicle of SBM, must always include an entrepreneur/industry representative. Before formulating a policy, this is unquestionably an essential issue to consider. Because the execution of a quality and high-quality education system requires a balance between the education system's affecting factors.

Actually, Permen No.75 of 2016 [20] regarding School Committees has strong aims and objectives, but there are still hurdles at the level of implementation and management. Especially in regions with regional autonomy and direct local government elections for Governors/Regents/Mayors, the Free School Program that they push for is frequently political. So that parents and community members are unwilling to contribute, despite the fact that the government, parents, and community members are required to fund education. Principals/schools are hesitant to apply since there is a great deal of attention and worry, especially the spotlight and guidance from the Illegal Sweeping Clean up Task Force (Satgas Saber Pungli), which is comprised of Police and Inspectorate personnel. The school believes that their actions are improper. This is the case in the field, where institutions continue to have diverse perspectives and methods of operation. It is preferable for future policy formulation to incorporate or socialize policymakers, the inspectorate, and the police/other authorities, so that there are no divergent opinions during implementation.

Isu/Asumsi Ketidakmampuan Ekonomi (B3) dikategorikan ke dalam kuadran I, yang artinya *issue* strategik atau asumsi permasalahan tersebut sangat penting dan sudah terjadi (*certain planning region*). Bahkan isu tersebut merupakan permasalahan serius bagi masyarakat perdesaan. Artinya aspek ketidakmampuan ekonomi menjadi masalah klasik menghambat tingginya partisipasi pendidikan pemuda. Namun demikian, sebenarnya Pemerintah tidak tinggal diam dan telah melakukan berbagai upaya melalui program Indonesia Pintar mulai usia bangku sekolah dasar s/d usia 21 tahun. Indonesia telah memiliki data untuk penerima KIP dari BPS. KIP didistribusikan melalui Pemerintah Kecamatan/Kelurahan atau Desa. Program KIP kelemahannya didantaranya adalah belum menjangkau seluruh siswa dan kadang masih kurang tetap sasaran. Akan tetapi proses penyaluran pun sudah baik/bagus karena sudah langsung ke rekening siswa yang bersangkutan. Selain itu, sebenarnya pemberian beasiswa atau bantuan pendidikan bukan hanya tugas Pemerintah dan tugas mulia ini tidak hanya dapat dilakukan pada pendidikan formal. Sedangkan di tingkat perguruan tinggi, solusi yang diberikan Pemerintah adalah memberikan beasiswa Bidik Misi bagi mahasiswa tidak mampu dan berprestasi, sejak mereka awal perkuliahan, terutama di perguruan tinggi negeri.

Consequently, the necessity for comprehensive big data, accessibility, and the provision of valid and verified data is essential. This comprises correctly and on time (according to the deadline) completion of the Ministry of Education's data banks on fundamental education data (DAPODIK) and governance data (TAKOLA). This necessitates effective school administration, governance, and school operators in order to be filled in an ordered and timely manner. Schools are obliged to submit/propose their priority programs in TAKOLA correctly and on time, and to submit reports accurately and on time. If TAKOLA is executed successfully and the reporting system is also good and timely, it will have a positive effect on the subsequent aid programs; if not, the school will suffer the penalties, such as not obtaining aid the next year. This indicates that the government/Ministry of Education and Culture's system and regulations are effective, even though all submission and reporting mechanisms are online.

Similarly, what transpired at the tertiary level, as reported by BPS (2019) [3] The crude enrolment rate at the tertiary level according to the economic status of the family, as shown in Table 1, indicates that the lower the economic status of the household, the lower the participation rate in College. At the tertiary level, the socioeconomic disparity (B1) is also the greatest. This can be explained by the fact that as the level of education rises, so do the financial requirements in the field of education. Obviously, this should be a distinct note for policymakers seeking to cut the cost of education, particularly at the Higher Education level. The economic status of a household is a significant determinant in determining the education of its members, while other factors also play a role.

Table 1. College Level Gross Enrollment Rate

Household expenditure group	PT (19-23 years)	PT (19-24 years)
Quantil 1	11.44	9.58
Quantil 2	16.34	13.62
Quantil 3	21.88	18.24
Quantil 4	29.83	24.55
Quantil 5	62.14	51.28

Source: BPS, Susenas Maret (2019)

The lack of interest and motivation of youth (B5) to enter college is also closely related to economic conditions and lack of funds to continue their education to higher education. Difficult economic conditions force many young people to quickly work as the breadwinner of the family, so that they disregard the significance of higher education levels.

Regarding environmental factors (B4), BPS data (2019) [3] indicate that youth engagement in continuing their education (1923 years) is higher in metropolitan areas (33,13%) than in rural areas or regions (approximately 13,64%). Additionally, the majority of children in these regions are interested in entering the workforce once graduation. This is because of economic requirements. The existence of educational gaps in rural areas and urban areas can be resolved with the concept of independent learning through Mardeka schools or Mardeka campuses in accordance with Minister of Education and Culture Regulation No. study program) at the same college or outside the Study Program at different universities. Independent Campus is the Right to Study Outside of the Study Program for Three Semesters. Merdeka Campus learning provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as for the development of independence in seeking and acquiring knowledge through realities and field dynamics such as ability requirements, real-world problems, social interaction, collaboration, self-management, performance demands, goals, and accomplishments. Youth will develop strong hard and soft skills through a well-designed and -implemented independent learning program.

Moreover, student exchanges are held in accordance with the Minister of Education and Culture Regulation (Permendikbud) Number 3 of 2020 [10], meaning respecting cultural diversity, viewpoints, religions, and beliefs, as well as original opinions or findings. Others; and collaborate while demonstrating social awareness and concern for society and the environment.

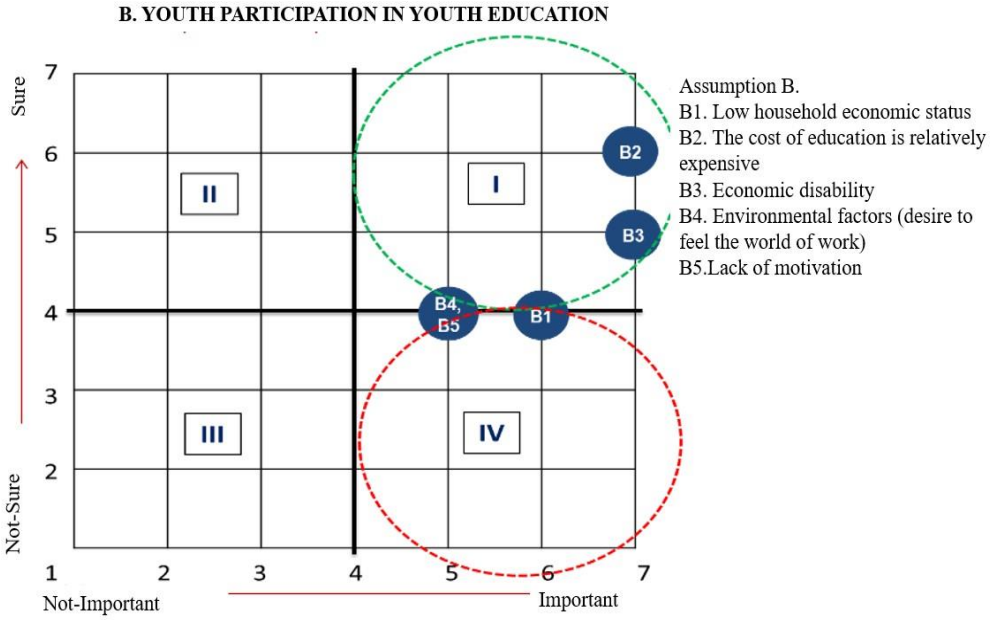

Figure 3. Ranking of strategic issues of Youth Participation in Higher Education

The results of the ranking indicate the importance and confidence degree of each strategic assumption. On the basis of the analysis's findings, the following hypotheses can be identified:

a. Variable B2 with the strategic issue of rather expensive tuition fees has a value of 7.6 (extremely significant-certainly).
b. The B3 variable with the strategic issue of economic incapacity has a value of 7.5 (very important-reasonably certain).
c. The issue with a value of 6.40 (important-less certain) is the strategic issue of poor household economic status for variable B1.
d. Issues with a value of 5.4 (less certain) include variables B4 and B5 with strategic issues, particularly environmental elements, which have a value of 5.4. (The desire to directly feel the world of work and lack of motivation).

C. Increasing Equal Access to Marginalized Groups

The establishment of the stigma within marginalized groups that the poor are forbidden from attending school because to the absence of school alignment. Policymakers implement an education system that does not support the disadvantaged in order to make school/education a luxury good. Problematic children/cases, such as those exposed to drug cases, who have tattoos, or who are involved in criminal cases, are typically expelled from school and formal schools do not take them. Therefore, a strategy connected to Increasing Equality of Access to Marginal Groups is created on the idea that the marginalized have easy access to educational facilities, particularly equality education, which prepares students for the workforce.

Determination of priority considerations in Equality of Access to Marginal Groups

As depicted in Figure 5, there are six strategic issues/assumptions related to ensuring equitable access for marginalized groups. Assumptions C1 (lower economic status) and C3 (physical and mental impediments) are located in quadrant I, where the indicator's applicability is the most certain. This indicates that policymakers must consider the assumptions in quadrant I, particularly for C3 (physical and mental barriers), while creating and designing a policy road map to ensure equal access for underrepresented groups, including economically disadvantaged youth and individuals with disabilities. While the variable C6 (Policies, processes, and money) is placed in the problematic planning quadrant, this does not negate its importance (problematic planning region).

The condition of poor economic status (C1) referred to here includes, among others, the income level of parents according to the Provincial Minimum Wage (UMP), the physical state of the dwelling, and the capacity to provide educational facilities for children. For children in this group, known as economic marginals, there is a high risk that they will drop out of school or having never attended school. Characteristics of marginalized children from an economic perspective, including: a) Children from poor families are generally treated as partners to help the family economy, b) School-age children (SD-SMP) from poor families have access to educational services at school, and c) Children who drop out of school due to high economic pressures causing them to be unable to bear the costs of education, such as committee fees, having to dress in uniform, and buying school texbooks. In order to overcome this strategic assumption, an equality-focused curriculum is required (quality equivalent to education graduates). Empowerment

(overcoming obstacles, meeting life's challenges) and competence (entering the world of work, fostering creativity, and productivity in life). In the context of offering an equality curriculum, Equality Education: Packages A, B, and C provide nonformal education for youth from marginalized groups. Particularly Package C (High School Equivalent), which is administered by the government and the community for youth who have dropped out of school or who must work to support their families. Figure 4 depicts the governance of Package C, which allows for flexible study hours, learning relevant to occupational competences, and reasonable or even free tuition.

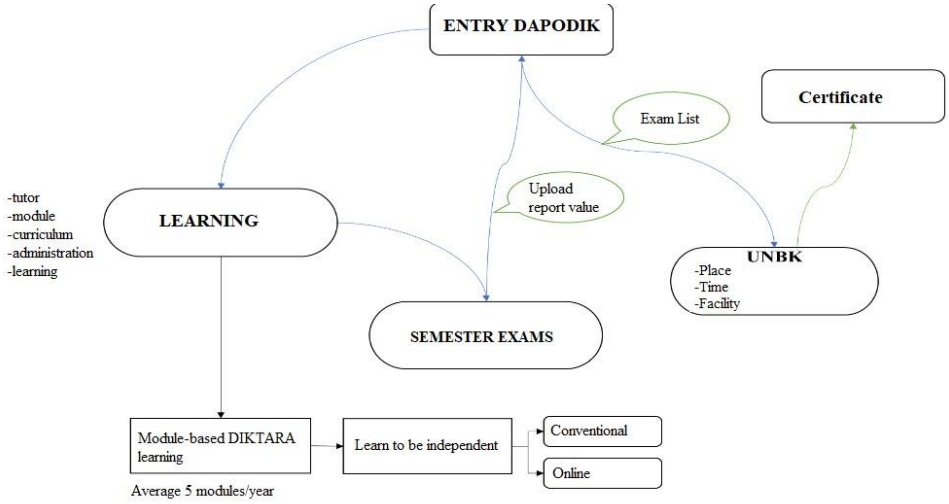

Figure 4. Package C governance

Based on 2019 BPS statistics, the Gross Enrollment Rate (GER) for children ages 3-5 and 3-6 with impairments is around 41.03% and 26.62%, compared to 49.71% and 36.98% for children without disabilities. In addition, based on the School Participation Rate (APS) between vulnerable groups, meaning persons with disabilities and non-disability, as seen in Table 2 below, there is a significant education gap among Indonesia's youth. So that the strategic assumption concerning physical and mental barriers (C3) must be taken into account when selecting the following policy.

Table 2. Distribution of School Enrollment Rates by disability status

Disability Status	Age group	
	16-18 years old	19-23 years old
Non-Disabled	72,62 %	26,92 %
Disability	43,62 %	21,64 %

Source: BPS, Susenas Maret (2019)

BPS data (2019) even shows that the percentage of children who are not in school with disabilities even have numbers that are far above those who are not, which can be shown in Table 3.

Table 2. Sebaran Persentase Anak Tidak Bersekolah

Disability Status	Age group		
	16-18 years old	19-23 years old	16-18 years old
Non Disabled	0,76 %	7,05 %	23,48 %
Disability	12,26 %	30,62 %	51,01 %

Source: BPS, Susenas Maret (2019)

The results of the SAST analysis show the importance and confidence level of each strategic assumption. Based on the results of the analysis, the following assumptions can be identified:

a. The issue with a score of 7.7 (very important-c very sure) is C1 with a strategic issue of poor economic status.
b. The issue with a score of 6.4 (important-less sure) is C2 with the strategic issue of Vocational Skills.
c. The issue with a score of 6.3 (important-fairly unsure) is C6 with strategic issues of policies, procedures, and funding.
d. The issue with a score of 5.5 (quite important-quite sure) is C3 with strategic issues Physical and mental barriers.

e. The issue with a score of 5.4 (quite important-not sure) is C5 with the strategic issue of Lack of inclusive schools (for persons with disabilities).

f. The issue with a score of 4.4 (less important-less sure) is C4 with the issue of discrimination against people with disabilities.

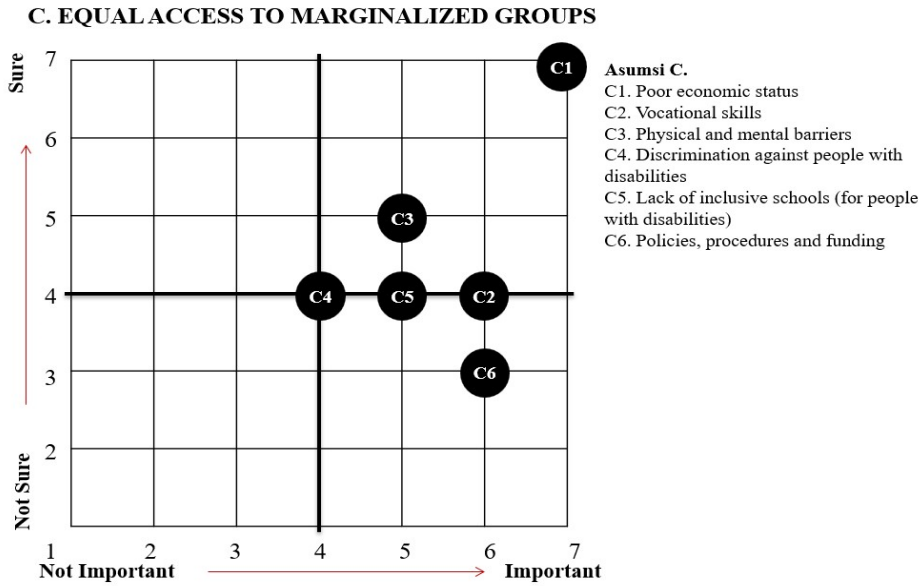

Figure 5. Ranking of strategic issues to increase equal access to marginalized groups

Low certainty is assumed for the problem for which C6 (policies, procedures, and money) is the most essential factor. Because students with impairments do not genuinely require inclusive classrooms. In reality, they will integrate into the community and not congregate with other individuals with impairments. The issue is that schools do not dare because they are uncertain about policies, processes, and money. If schools have the courage to accept them into public schools, there are many benefits. 1) Disabled/marginalized students can immediately interact with and learn from general/normal students who will later be valuable in their life; 2) general/normal students also learn compassion/tolerance/respect for their disabled/needy peers. Whereas the implementation of education at the national and regional levels is currently undergoing a considerable shift in the management of existing resources in the field of education, particularly in terms of funding/education budget. In reality, it is a matter of policy, procedure, and funding in the context of this marginalized group, as mentioned in Article 47 of Law No. 20 of 2003 [10] on the National Education System, in which the source of education funding is determined according to the principles of justice, adequacy, and sustainability.

In the case of SDIT, students with special needs/disability are not differentiated/combined with typical students, but they are given extra attention, are given or permitted to bring companions if necessary, and are assessed according to special criteria (not the same as students in general). This is quite effective and accurate. However, on the ground, the principal is unwilling to accept and often complains and feels overburdened. In fact, if the budget is sufficient and the policy permits it, they should be able to assign one special educator to work with them while they continue to attend school with other pupils.

D. Development of an Integrated Information System for IPP Improvement

Policy determination for the development of an integrated information system With the assumption that IPP can serve as an indicator of success in the field of youth development in the 2020-2024 RPJMN, it is required to combine programs/activities that support IPP in order to improve IPP. The integration of programs/activities that support the fulfillment of IPPs can immediately improve the coordination and evaluation functions of each Ministry/Institution/Local Government, hence facilitating the achievement of mutually agreed-upon objectives in an effective and efficient manner.

Determination of priority considerations in the preparation of an Integrated Information System for IPP Improvement

Figure 6 depicts that the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) assumption is in quadrant IV (problematic planning region) for the policy factor for developing an integrated information system to increase IPP, which is an important strategic issue but still uncertain because it is problematic. The existence of VUCA, which was once a problem in business and information technology, is now also a problem in education. Considering present conditions, the majority of the school system has already adopted the e-learning system. Despite the fact that there are still numerous hurdles to its execution as well as conditions that make it inaccessible to all social strata on an equal basis. According to BPS (2019) [1], the usage of technology access by students at the educational level is quite high, including the use of cell phones, computers, and the internet. Therefore, the assumption of the VUCA problem (D5) must be taken into account while establishing policy. If the issue is in quadrant IV, it indicates that there are numerous factors that must be examined and planned by policymakers when developing a policy road map for the development of an integrated information system to enhance IPP.

Meanwhile, D3 (region-based education data and information), D1 (Dissemination and Information), D2 (Integrated data systems), and D4 (Big data) are classified as belonging to quadrant IV, which indicates that strategic assumptions are regarded as significant but have a low confidence value. (Area with questionable planning) The fourth quadrant shows that these assumptions require correction. The ranking results indicate the position of each strategic issue's level of relevance and confidence. On the basis of the analysis's findings, the following hypotheses can be identified:

a. Issues with a value of 7.3 (extremely important to fairly uncertain) correspond to variables D1, D2, and D4 with strategic issues. Integrating Information Dissemination and Integration and Big Data.
b. Issues with a value of 6.4 (important-less certain) are D5 variables that correspond to VUCA strategic issues (Volatility, Uncertainty, Complexity, and Ambiguity)
c. The D3 variable for strategic concerns is the issue with a value of 6.3 (important-quite uncertain). Regionalized educational data and information.

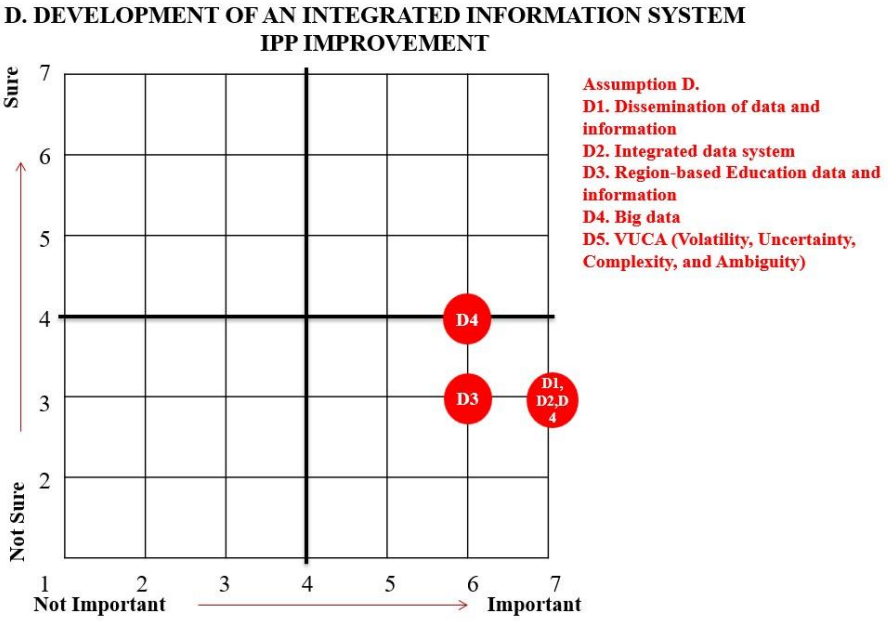

Figure 6. Ranking of strategic issues in the preparation of an integrated information system for IPP improvement

According to the Coordinating Ministry for Human Development and Culture (Kemenko PMK), human resource development can foster knowledge, skills, and attitudes in addition to VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) in growing human resources. It is hoped that human resources will be able to leave their comfort zone. Particularly in the 4.0 industrial era, attitude and character are of utmost importance. Consequently, it is hoped that policymakers would create legislation that can accommodate the advances of the VUCA era, particularly in the education sector. Whereas, according to Sakitri *et al.* (2021) [23], the success of an agile company is primarily dependent on the talents, attitudes, and behaviors of employees who can adapt to new tactics, structures, and work processes, as well as autonomy. This claim is backed by Rzepka and Bojar (2020) [24], who suggest that the agile human traits that can be naturally developed can improve a variety of factors, including agile organization. Similarly to Gandhi (2017) [25], in order to effectively manage human resources in a VUCA environment, we need the proper methodology. Nonetheless, this strategy presents a problem for human resource management because it is influenced by technology advances, which in turn affect the function of human resources. Youth development has grown in popularity as a movement [26], acting as a unifying theme for a variety of discourses and initiatives intended to shape policy as well as practice. Effective youth leadership initiatives focus on the areas of development and program elements that encourage youth leadership, building on good youth development principles [27].

CONCLUSIONS

Improving the quality of youth through capacity building for youth education is essential for Indonesia to catch up to other nations in terms of competitiveness. In light of the Youth Development Index (IPP) from 2015 to 2019, the Coordinating Ministry for Human Development and Culture aims to formulate strategies pertaining to policy issues, such as: a) Equalizing youth education participation in urban and rural areas; b) Increasing youth participation in higher education; c) Increasing equal access to marginalized groups; and d) Developing an Integrated Information System for IPP Improvement.

It is necessary to implement a cross-sectoral coordination strategy of ministries/agencies/local governments, cross-sectoral coordination of ministries/agencies/local governments, increase school capacity/capacity especially for youth in rural areas, improve

facilities and infrastructure, and improve the quality of education, particularly in rural areas, in order to anticipate policy issues on the inclusion of education participation between youth in urban and rural areas. On this subject, the difficulties that policymakers must consider are quality and competent educational services (availability of human resources for teachers/teaching staff), gender discrimination, educational scholarships/social aid, and mentalities between urban and rural areas.

By implementing cross-sectoral strategies for coordination between Ministries/Institutions/Local Governments, educational programs that support youth anticipation, and additional scholarship programs for economically disadvantaged youth, policy issues to increase youth participation in higher education can be anticipated. Problem assumptions Prior to formulating policies aimed at encouraging youth participation in higher education, it is necessary to take into account relatively high education prices, low household economic status, environmental variables (the desire to directly experience the world of work), and lack of motivation.

Concerning the issue of access equality for marginalized youth groups, it can be foreseen by implementing cross-sectoral coordination strategies between Ministries/Institutions/Local Governments, welfare education programs, especially for marginalized groups, and entrepreneurship-infused life skills education. Assumptions Inadequate economic status, vocational skills, physical and mental barriers, discrimination against people with disabilities, and the absence of inclusive schools (for people with disabilities) are factors that policymakers must consider when developing and planning a policy road map to ensure equal access for marginalized groups.

Regarding the development of an Integrated Information System Implementing a cross-sectoral coordination policy strategy of ministries/agencies/local governments, recommending K/L related to the preparation of platforms that can integrate program implementation, updating data and information on the accomplishments of each program, and disseminating system utilization will likely result in an improvement of IPP. The VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) assumption must be taken into account by policymakers when developing and designing a policy road map for the development of an integrated information system to boost IPP.

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